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ABSTRACT

This document is a practical self-evaluation guide for middle/junior high school counselors. It is based on the assumption that there are broad professional principles of good practice, management, and conduct. The document can be used to indicate strengths and weaknesses in counseling programs and in individuals. These topics are covered: (1) the philosophy, objectives, and policies of the guidance/counseling department; (2) the role and function of the guidance/counseling department in the school; (3) the role and function of the school counselor, including general role and function, personal counseling, career guidance and counseling, college and financial aid guidance and counseling, ancillary services, testing, working in a consulting capacity, referrals, accountability, and identifying trends and issues; (4) specialized populations in counseling; (5) professionalism and the school counselor; and (6) professionalism and the field. Reproducible response sheets and a resource list are included. (ABL)

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Professional Development Guidelines for Middle/Junior High School Counselors

A Self-Audit

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Professional Development Guidelines for Middle/Junior High School Counselors

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American School Counselor Association

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FOREWORD

In the development of this manual, the American School Counseling Association, under the leadership of Middle/Junior High Vice President Judy Wilson, contacted counselors with diverse backgrounds to be members of the writing task force. These members have a breadth of knowledge gained from professional employment in Indiana, Michigan, New Jersey, New York, North Dakota, Vermont and North Carolina. Insight from experiences within middle school/junior high counseling programs and administration/supervision programs adds to the diversity of backgrounds.

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Judy Wilson, Chairperson
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ASCA Middle/Junior High Vice President
1987-1989

USING THE *PROFESSIONAL DEVELOPMENT GUIDELINES*

Objectives and Basic Directions

Basic Assumptions:

The *Professional Development Guidelines* are based upon the assumption that there are broad professional principles of good practice, management, and conduct that can be followed by middle and junior high school counselors. It is further assumed that professional counselors are intrinsically motivated to improve their skills and knowledge. It is also assumed that counseling programs include some basic responsibilities and functions common to all, and it is acknowledged that programs should be tailored to meet the needs of individual school populations.

General Use:

This manual is divided into five separate but interrelated sections. Sections I and II are designed for program self-evaluation. Section III is designed primarily for individual counselor self-evaluation; however, many of the basic principles and questions may be appropriate for evaluating the counseling program as well. Sections IV and V address concerns of meeting the needs of special populations and maintaining professionalism. Each section may be used individually, or the manual may be used as a whole. Included in each section are basic principles and specific questions that provide an opportunity to appraise the counseling program. Reproducible response sheets are available at the end of the five sections for use in evaluating the program. Resources (books, pamphlets, journal articles, agencies) that can be used for individual reference or inservice workshops are located at the end of the manual.

The *Guidelines* can be used to indicate areas of strength and weakness in counseling programs and in individuals. When used regularly and conscientiously, it is also an excellent tool for fostering a professional approach to counseling.

Finally, it is important to remember that the *Guidelines* manual is a <u>self</u>-appraisal instrument; it is not a test. For this reason, the basic principles do not supply definitive answers to their accompanying questions. Instead, they provide a rationale for the questions and a direction for further study when needed. Some of the questions may not be applicable to every counseling program or counselor because of differing individual job descriptions or school district policies and resources. An attempt has been made to frame questions in logical sequence so that even the inexperienced counselor can ascertain as objectively as possible the scope and characteristics of his/her institution's counseling policies, procedures, and practices and the degree to which they are being implemented.

Internal Use:

This manual is a series of questions encompassing the basic responsibilities and functions of both counseling programs and individual counselors. The *Guidelines* enable every counselor to become his/her own consultant by conducting a self-evaluation based upon questions that might be asked by an evaluation team of experienced counseling professionals. Use of the *Guidelines* in workshop discussions permits the counseling staff to conduct a self-evaluation in a larger perspective than if done in isolation.

The *Guidelines* can be invaluable in preparing periodic and up-to-date internal assessments of the counseling program. The *Guidelines* can also be an aid for inservice workshop sessions for teachers, administrators, and counselors, and for counselor self-appraisal as well as pre-service school counselor training. Regular participation in inservice professional development experiences, as well as conducting self-evaluations and building on the resulting self-learning and follow-through will help assure well-prepared, alert, professional counselors in every kind of middle and junior high school.

Research indicates that most counseling programs, if evaluated at all, are evaluated by non-counseling administrative staff. These *Guidelines* will also serve as a useful instrument in assisting administration to make evaluations based upon current professional standards.

External Use:

The audit report, made possible by the answers given to carefully prepared questions, has use and value well beyond the revision of the school counseling program. The basis for evaluation used in an accreditation visit is a series of questions asked by a visiting consultant explicitly or implicitly. It is that process by which policies, procedures, practices, and personnel needs are examined and checked authoritatively. Such an evaluation also aids the counseling staff or counselor in determining the extent to which institutional and program objectives are being accomplished and students' needs met. Counseling programs are rarely examined by, nor do they often have access to, outside consultants between accreditation visits. Thus, regular use of this manual can provide a continual record of preparation and updating when accreditation time arrives.

Definitions:

Because this manual is intended for school counselors across the country who practice in a variety of settings and use a variety of terms to define and describe their professional role and function, the following definitions are offered for clarity and consistent understanding in using these *Guidelines.*

School Counselor

School counselors are specifically credentialed professionals who work in school settings with students, parents, educators, and others within the community. They design, manage, and deliver services in a comprehensive counseling program to help students acquire skills in the social, personal, educational, and career areas necessaryfor living in a multicultural society.

Counseling Program

A comprehensive school counseling program consists of specific goals and objectives that incorporate both counseling services and guidance activities so that the individual counselor can facilitate the developmental, preventive, and remedial needs of all students in the school. As such, the counseling program provides essential services and activities that are integrated with the overall educational program and mission of the school. At the heart of this integrative philosophy are the guidance activities shared by the entire school staff. Counselors and the counseling program play a vital role in assisting teachers and other staff in the integration of guidance objectives with other instructional goals and objectives. To achieve this, counselors work under the leadership of administrators to plan with teachers, provide guidance resources and materials for classroom use, and present model guidance activities with teachers in the classroom.

School counselors who plan and implement comprehensive programs provide a variety of services and interventions, including:

--individual and group counseling
--group guidance
--parent and teacher consultation
--coordination of counseling services and guidance activities
--student appraisal
--referral services

The specific structure and content of a comprehensive counseling program are influenced by a number of factors related to the needs of students, size of the school, impact of special populations, and the student to counselor ratio.

Note: The following abbreviations are used throughout this manual:

AACD American Association for Counseling and Development
ASCA American School Counselor Association

Section I

PHILOSOPHY AND GOALS, OBJECTIVES AND PROCEDURES OF THE SCHOOL COUNSELING PROGRAM

A. Philosophy and Goals

BASIC PRINCIPLES

1. The written statement of philosophy and goals of the school counseling program is in harmony with that of the school and provides a clear mission for counseling services.
2. The philosophy and goals of the counseling program shall recognize individual differences and encourage students to develop to their fullest potential.
3. The philosophy and goals of the counseling program are formed, reviewed, and revised by the counseling committee.

Questions:

1. Does the counseling committee formulate the philosophy and goals?

2. Are the philosophy and goals of the counseling program compatible and consistent with that of the school?

3. Do the philosophy and goals clearly define the role of the counseling program in the school?

4. Do the philosophy and goals provide a framework for establishing services which give students the opportunity to develop their potential?

5. Is there a periodic review of the philosophy and goals to determine whether they are still relevant?

B. Objectives

BASIC PRINCIPLES

1. To implement the philosophy and goals of the counseling program, objectives are specific and measurable.
2. To implement the philosophy and goals of the counseling program, objectives address a wide range of developmental, preventive, and remedial concerns and needs for all students.
3. Objectives are reviewed annually.

Questions:

I. Are the objectives in harmony with the philosophy and goals of the program?

2. Are the objectives of the counseling program clearly defined and stated in writing?

3. Are the objectives attainable for counselors?

4. Is input sought from staff, students and parents in formulating objectives?

5. Do the objectives recognize and make provision for individual differences of students?

6. Are the objectives measurable in terms of behavior and competencies?

7. Do the objectives address developmental stages and concerns of students?

8. Do the objectives include preventive measures?

9. Do the objectives include strategies for treating remedial situations?

10. Are the objectives reviewed annually and periodically updated based on systematic assessment of student needs?

C. Procedures

BASIC PRINCIPLES

1. Procedures will protect the individual's human and civil rights, including the right to privacy.
2. Procedures reflect the philosophy, goals, and objectives of the counseling program and are in agreement with local, state, and federal regulations.
3. Procedures are compatible with the ethical standards of AACD and ASCA.

Questions:

I. Are all procedures of the counseling program clearly defined?

2. Are the school procedures which implement the requirements of the Family Educational Rights and Privacy Act (Buckley Amendment) monitored by the counseling staff?

3. Do counselors provide inservice for staff on the limits of counselor confidentiality and/or privileged communication?

4. Do counselors solicit permission from students to share specific information with specified individuals?

5. Is there a written policy on child-abuse reporting procedures that conforms with local policy/state law?

Section II

PROGRAM DEVELOPMENT

BASIC PRINCIPLE I

The counselor, assisted by an advisory committee, develops a written comprehensive program based on state and district guidelines, counseling program philosophy and goals, ASCA Role and Function statements, and a needs assessment developed for the individual school.

Questions:

1. Does the counseling program include a standing advisory committee composed of students, teachers, parents, administrators, and community members?

2. Does the advisory committee develop a needs assessment to determine program needs?

3. Does the advisory committee survey students, teachers, parents, and administrators on a regular basis with the needs assessment?

4. Does the advisory committee use the results of the needs assessment to plan goals and objectives for the counseling program?

5. Does the written program reflect the goals and objectives of the counseling program?

6. Does the written program include a variety of procedures that address the developmental, preventive, and remedial needs of students?

7. Are current ASCA, state, and district guidelines used in formulating the comprehensive counseling program?

BASIC PRINCIPLE 2

The counselor's schedule reflects a yearly plan and an appropriate time commitment to the various counselor roles.

Questions:

1. Does the counselor devise and disseminate a yearly plan based on the written

comprehensive counseling program developed in conjunction with the advisory committee?

2. Does the counselor's time schedule reflect the goals and objectives included in the written comprehensive counseling program?

3. Does the counselor's time schedule show an appropriate balance of time spent among the various counselor roles: counselor, consultant, and coordinator?

4. Is the counselor assigned responsibilities that are not included in the written comprehensive counseling program?

5. Does the counselor negotiate with administrators to correct the imbalance of time spent on non-program duties?

6. Does the counselor provide a copy of the schedule at regular intervals to staff and administration?

BASIC PRINCIPLE 3

An ideal school counseling program includes a prescribed number of professional counselors, adequate facilities and equipment, secretarial help, and an annual budget.

Questions:

1. Does the counselor/student ratio meet the requirements stated by local, state, regional accrediting body, or national professional organizations?

2. Are facilities, equipment, and computers up-to-date and capable of meeting the needs of the counseling program?

3. Is there a comfortable, private office for individual and group counseling?

4. Does the physical arrangement of the counseling area provide for privacy and ensure confidentiality during individual and group sessions?

5. Does the counselor have a single-line phone installed in a location where the privacy of the conversation is assured?

6. Is there adequate secretarial and clerical help for the counseling program?

7. Do the secretaries have only counseling program duties?

8. Do counselors give input on their annual budget needs?

9. Is there an adequate annual budget to implement the needs of the counseling program?

10. Does the school budget provide for:
    a. professional growth and staff development of counselors?
    b. audio-visual equipment, professional books, journals, periodicals, non-print media (tapes, videos, films, software, etc.)?
    c. office supplies, duplicating equipment, postage, printing, and stationery?
    d. student exploration and orientation materials?
    e. tests and assessment devices?

BASIC PRINCIPLE 4

The counselor conducts continuous, systematic evaluations to determine the degree to which the counseling program meets the goals and objectives of the written comprehensive counseling plan.

Questions:

1. Does the counselor regularly measure the effectiveness of the counseling program in light of the stated objectives?

2. Does the counselor use evaluation instruments that elicit input from students, parents, staff, and others closely associated with the program?

3. Does the counselor prepare and disseminate an annual report about the counseling program?

BASIC PRINCIPLE 5

A well defined public relations program is utilized to provide the public with information concerning services offered by the counseling program.

Questions:

1. Does the counselor provide opportunities for the school community to learn about the services of the counseling program?

2. Does the counselor actively serve on curriculum committees or parent advisory boards?

3. Does the counselor periodically prepare articles for school or community publications?

4. Does the counselor assist in preparing programs for local meetings or media events?

BASIC PRINCIPLE 6

The counselor coordinates guidance activities as a cooperative effort involving the entire school staff.

Questions:

1. Does the counselor regularly meet with teachers and administrators to share information and to coordinate counseling services and guidance activities?

2. Are guidance activities integrated into the academic curriculum and cooperatively shared by all staff members?

3. Do counselors coordinate their efforts with other pupil personnel offices or staff?

4. Does the counselor serve as a resource person to student advisory or peer helper programs?

Section III

ROLE AND FUNCTION OF THE MIDDLE/JUNIOR HIGH SCHOOL COUNSELOR

A. General Role and Function

BASIC PRINCIPLES

1. A fundamental objective of the counselor is to recognize each person's worth as a unique individual in a complex, rapidly changing society.

2. The basic role and function of the school counselor is to implement the goals and objectives of the counseling program by serving students, parents, and staff.

Questions:

1. Is the counselor committed to the idea that each person has worth as a unique individual?

2. Does the counselor regularly help individuals:
   --understand themselves?
   --understand their rights and freedom to choose?
   --make decisions?
   --understand their alternatives and the consequences of their decisions?
   --accept responsibility for their decisions and their actions?
   --become self-directed?
   --become more sensitive to the needs of others?

3. Does the counselor foster team approaches with teachers in assisting student development?

4. Does the counselor facilitate cooperation among the school community, working to implement the counseling program?

5. Does the counselor take a major role in forming the philosophy and goals, objectives, and procedures of the counseling program?

6. Does the counselor suggest changes in school policy that enhance implementation of the counseling program?

B. Counseling

BASIC PRINCIPLES

1. Counselors help individuals understand and accept themselves and enable them to develop and express an awareness of their own feelings, needs, values, and ideas.
2. Counselors assist students to develop effective coping skills in order to manage personal problems which interfere with learning.
3. Counselors facilitate students' personal growth and skill development through individual and small group counseling and classroom guidance.

Questions:

1. Does the counselor strive to help students deal with educational, personal, and social problems that may be inhibiting their abilities to learn, to achieve self-understanding, and to grow as individuals?

2. Is the counselor effective in counseling students about developing and improving:
   --peer relationships?
   --educational and career development?
   --family life?
   --personal/social development?
   --school and community involvement?

3. Does the counselor work directly with <u>parents</u> to help students in their development?

4. Does the counselor work directly with <u>faculty members</u> to help students in their development?

5. Does the counselor conduct group counseling sessions with <u>students</u>?

6. Does the counselor conduct classroom guidance activities with <u>students</u>?

7. Is the counselor available to faculty for appropriate personal counseling?

C. Consulting

BASIC PRINCIPLE

Counselors consult with teachers, administrators, parents and other professionals both within and outside the school to help students achieve their goals.

Questions:

1. Does the counselor consult with staff, parents and outside resources regarding educational services to meet the abilities, needs, and interests of students?
2. Does the counselor consult with other professionals within and outside the school?
3. Does the counselor recommend curriculum and program changes to the administration and staff that would best serve the educational needs of students?
4. Does the counselor arrange parent conferences with teachers and administrators?
5. Does the counselor contact and actively follow up with parents of identified at-risk students to involve them in the educational process?
6. Does the counselor make recommendations to teachers to assist them in better understanding and working with an individual or groups of students?
7. Does the counselor serve as a consultant in recommending options to disciplinary plans?
8. Does the counselor conduct inservice discussions or information sessions with the staff?
9. Does the counselor have input in screening or hiring applicants for counseling positions?
10. Does the counselor recommend programs for students with individual needs and talents?
11. Does the counselor confer with administration and staff about program and curriculum offerings?

D. Career Awareness and Development

BASIC PRINCIPLE

Counselors provide information about career awareness and life planning skills to help students develop:

--an awareness of their interests and abilities
--problem-solving and decision-making skills
--an awareness and appreciation of work
--a knowledge of career opportunities and their educational and vocational training requirements
--positive work habits
--study skills
--appropriate use of leisure time

Questions:

1. Does the counseling advisory committee encourage a comprehensive, integrated career program in the school?

2. Does the counseling program facilitate the integration of career awareness into the curriculum at each grade level and in each subject area?

3. Does the counselor assist students with educational and career planning by:
   --helping students relate their abilities, aptitudes, and interests to current and future educational and occupational choices?
   --using tests, inventories, and software programs to help students discover career interests and opportunities?
   --conducting group sessions with students?
   --planning or coordinating career days/programs?

4. Does the counselor provide services and resources that enable parents to guide their children in educational and career decisions?

5. Does the counselor collect up-to-date career information for program use?

E. Educational Awareness and Development

BASIC PRINCIPLE

Counselors provide information about educational options and the personal skills necessary to become effective learners, including:

--a motivation to achieve educational goals consistent with personal aptitudes, abilities, and interests

--acquisition of sound study skills and positive learning habits

--an awareness of secondary school courses of study and options

--an awareness of the variety of postsecondary education opportunities and the educational routes to each

Questions:

1. Does the counseling advisory committee encourage educational exploration activities in the school?

2. Does the counselor collect up-to-date educational information for program use?

3. Does the counselor provide services and resources that enable parents to guide their children in educational decision-making?

4. Does the counselor help students choose classes best suited to their goals, aptitudes, abilities, and interests while allowing as many options as possible?

5. Does the counselor assist students with educational planning by:
   --using tests and other tools to help students discover educational opportunities?
   --helping students relate their abilities, aptitudes and interests to current and future educational choices?

6. Does the counselor assist students in the acquisition of effective study skills?

7. Does the counselor assist teachers in relating subject matter to secondary school courses and study options?

8. Does the counselor provide student orientation activities designed to assist in the transition from the elementary school and to the secondary school?

9. Does the counselor provide information to parents on student transition from school to school?

F . Student Records and Information

BASIC PRINCIPLE

Counselors perform many other activities that relate to the counseling program and support the total school program. Such activities may include **supervising:**

--registration and withdrawal of students
--maintenance of student records
--summer program opportunities

Questions:

1. Does the counselor **coordinate** or **supervise** the accumulation of student information by:
   --maintaining accurate, up-to-date academic records?
   --recording standardized test scores in permanent files?
   --gathering information on personal data forms?
   --requesting student description forms, anecdotal records, or rating scales from faculty?
   --collecting and organizing confidential student data files?

2. Does the counselor **verify** that student record-keeping procedures protecting the right and privacy of students and parents comply with local policy and federal law?
   --Do students and parents know about
   --types of records collected and maintained?
   --who has access to this information?
   --their rights of review and appeal under federal law?
   --what is defined as "directory information" and to whom this is available?

3. Does the counselor **supervise** the collection, maintenance, and dissemination of up-to-date information and files on:
   --school curricular offerings?
   --specific course descriptions?
   --extracurricular programs?
   --summer educational programs?
   --part-time work opportunities?
   --community volunteer service opportunities?

4. Does the counselor negotiate with administrators to correct an imbalance of time spent supervising student records and information?

G. Student Appraisal

BASIC PRINCIPLE

Counselors participate in appraisal and assessment activities that help students identify their abilities, achievements, and interests. Functions of the counselor may include:

--interpreting data to students, parents, faculty and community (i.e., media)
--relating standardized test results to curricular strengths and weaknesses
--observing students
--interviewing students, parents, and teachers
--supervising the administration of educational and career tests and inventories
--coordinating the school testing program
--planning and implementing changes which will help an individual student or group of students to better meet their needs

Questions:

1. Is the counselor involved in developing a school-wide testing philosophy and program that provides appropriate data?

2. Is the school testing program adequate to meet the needs of students?

3. Does the program include appraisal of: intelligence, aptitude, achievement, skill level, interests, other information?

4. Is the testing program periodically evaluated for relevancy?

5. Are tests administered in appropriate settings and according to standardized practices?

6. In the testing program (or for specific tests), is the counselor responsible for **supervision of:**
   --ordering tests?
   --scheduling tests and make-up tests?
   --arranging for proctors?
   --recording test results in permanent files?
   --distributing test results to appropriate people?
   --inservicing staff who administer or proctor tests?

7. Does the counselor assist school staff in relating test results to the instructional program?

8. Does the counselor interpret test results to:
   --students?
   --parents?
   --faculty/administration/community?

9. Does the counselor make recommendations to teachers based on test results to aid them in working with students?

10. Does the counselor use tests and other data to help identify and encourage gifted, exceptional, and special-need students in order to recommend programs for them?

11. Does the counselor negotiate with administrators to correct an imbalance of time spent in test supervision?

H. Referrals

BASIC PRINCIPLE

Counselors maintain close professional contact with referral agencies (e.g. substance abuse specialists, social workers, mental health specialists, juvenile courts, clergy, health specialists) to help meet the needs of students.

Questions:

1. Do students refer themselves and each other?
2. Do teachers refer students on a regular basis?
3. Do parents refer students on a regular basis?
4. Has the counselor made a list of community agencies, referral agencies, and hot lines available to students and parents?
5. Is this list updated each year by the counselor?
6. Does the counselor maintain contacts and work directly with resource people, specialists, and agencies?
7. Has the counseling program established procedures for making referrals?
8. Does the counselor make administrators and teachers aware of these procedures?
9. Does the counselor identify and assist students who need specialized help by making necessary referrals to resource people, specialists, and agencies?
10. Does the counselor assist parents of students who need specialized help to make effective use of resource people, specialists, and agencies?
11. Do the 'release of information' forms conform to legal and ethical standards?
12. Does the counselor give timely and appropriate feedback to referral sources?
13. Does the counselor followup with a student when agency help terminates?
14. Does the counselor recognize his/her limitations when working with students and making appropriate referrals?

Section IV

SPECIALIZED POPULATIONS IN COUNSELING

BASIC PRINCIPLE I

Counseling minority students requires special attention because of documented historical evidence of racial, ethnic, and cultural discrimination and unequal educational opportunity.

Questions:

1. Does the counseling staff reflect the ratio of minorities in the school?
2. Does the counseling program contribute to and foster a positive self-image for minority students?
3. Are counseling materials free from stereotypes regarding minorities?
4. Does the counseling program encourage minority students to pursue goals that enable them to take advantage of educational opportunities and reach their full potential?
5. If there is a disproportionate number of minority students in the lower ability groups, does the counselor address this issue with administrators?
6. Are the testing instruments, procedures, and policies equitable for minority students?
7. Are parents of minority students encouraged to become involved in the counseling program?
8. Does the counselor use techniques that reflect an awareness of cultural differences?
9. Does the counselor provide inservice to staff on the needs of minority students and their families?

BASIC PRINCIPLE 2

Counselors equitably assist students with specialized concerns, such as learning, physical, or emotional disabilities; athletics; gifted and talented needs; academic difficulties; and discipline and health problems.

Questions:

1. Is the counselor knowledgeable about the characteristics and needs of students enrolled in special education programs?

2. Does the counselor provide services for students who:
   --are gifted and talented?
   --have physical disabilities?
   --have health problems?

3. Does the counselor help students experiencing mainstreaming or separation difficulties?

4. Does the counselor assist students experiencing disciplinary problems?

5. Does the counselor help athletes recognize the primary importance of an academic education?

6. Does the counselor provide services for students experiencing academic difficulties?

BASIC PRINCIPLE 3

Counselors equitably assist students and their families with specialized concerns, such as sex equity; sexuality; sexual preference; substance abuse; suicide; child abuse/neglect; migrant, transient or refugee family integration; single-parent and blended family relationships; separated or divorcing families; and dual career families.

Questions:

1. Does the counselor assure sex equity in student course selection and career guidance?

2. Does the counselor help students develop an awareness and understanding of their sexuality?

3. Does the counselor help students understand the responsibilities of sexual relationships and parenthood?

4. Does the counselor help students with substance abuse concerns by:
   --taking part in developing school policy?
   --providing prevention programs and programs for children of abusers?
   --assisting with the identification of students who abuse?
   --providing inservice for faculty?
   --providing appropriate referrals to specialized agencies?

5. Does the counselor recognize the warning signs of suicide/depression and teach these signs to students and teachers?

6. For students who are victims of physical, emotional or sexual abuse:
   --does the counselor recognize the signs commonly attributed to these abuses in children?
   --does the counselor inservice staff on these signs?
   --does the counselor know and follow the law regarding abuse?

7. Does the school have written policies or guidelines concerning potential teenage suicide, teen pregnancy, child abuse and neglect, sexual abuse and neglect, and runaways?

8. Does the counselor provide services for students of migrant, transient, and refugee families?

9. Does the counselor provide services to students from single-parent or blended families?

10. Does the counselor provide services to students from separated or divorcing families?

11. Does the counselor advocate the need for services to students from dual career families?

Section V

PROFESSIONALISM--THE SCHOOL COUNSELOR

BASIC PRINCIPLE I

School counseling is a profession with educational standards that requires advanced training. Such training includes coursework in human growth and development, social and cultural foundations, helping relationships, group processes, life style and career development, assessment, research and evaluation, and professional orientation.

Questions:

1. Does the counselor have professional training in:
   --principles of school counseling?
   --foundations of counseling?
   --methods in group guidance?
   --methods of measurement and appraisal?
   --techniques of individual and group counseling?
   --knowledge of human development?
   --courses in educational law?
   --practicum and/or internship in counseling?
   --consultation processes?
   --ethical and professional issues?
   --courses in educational and career development?
   --other courses that would enhance counseling skills?

2. Does the counselor hold a master's or higher degree in counseling from an accredited institution?

3. Does the counselor hold certification as a school counselor from the state board of education?

4. Is the counselor a nationally certified counselor?

5. Has the counselor obtained state licensure or registration as a counselor?

6. Is the pursuit of additional graduate training reimbursed by the school district?

BASIC PRINCIPLE 2

Counselors keep abreast of issues and trends in their field and strive for personal and professional growth.

Questions:

1. Is the counselor currently a member of such national professional organizations as AACD and ASCA, and a state or local counseling association?

2. Does the counselor take an active role in professional associations?

3. Does the counselor regularly read professional journals?

4. Has the counselor attended local, state, regional, or national professional meetings within the past year?

5. Has the counselor attended any professional workshops within the past year?

6. Does the counselor do research that contributes to his/her professional growth and helps him/her evaluate his/her effectiveness?

7. Is the counselor aware of current criteria and instruments available to aid in evaluating the counselor's job performance?

8. Does the counselor pursue personal wellness activities?

BASIC PRINCIPLE 3

Counselors are familiar with, support, and abide by their professional associations' codes of ethics and support them.

Questions:

1. Does the counselor accept these codes as guidelines for his/her professional practice?

2. Does the counselor expect ethical behavior from his/her associates?

3. If the counselor disagrees with the professional codes of ethics for counselors, does he/she work constructively toward changing them?

4. When the counselor sees unprofessional or unethical practices within the

profession, does he/she take action through appropriate channels to eliminate these practices?

5. Does the counselor help students understand the counselor/student relationship?

6. Does the counselor understand the potential problems in the counselor/student relationship such as dependency and sexual involvement?

7. Does the counselor refuse to accept remuneration beyond contractual salary for counseling any student within the current school population?

8. Does the counselor refuse to direct students into or promote counseling or educational programs that would result in remuneration to the counselor?

9. Does the counselor provide information about codes of ethics to teachers, parents, and administrators?

BASIC PRINCIPLE 4

Counselors handle all information pertaining to students with discretion and in accordance with federal and state laws.

Questions:

1. Is information about students kept confidential and handled according to the "Family Educational Rights and Privacy Act," commonly known as the 'Buckley Amendment'?

2. Does the counselor ensure that the school district provide annual notification to parents and students of their rights under the law as required by the "Family Educational Rights and Privacy Act"?

3. Is the counselor knowledgeable about the laws of his/her state regarding confidentiality?

4. Is the counselor generally knowledgeable about laws regarding defamation?

5. Is the counselor familiar with state and federal laws regarding rights of custodial and noncustodial parents?

6. Does the counselor maintain private files separate from permanent files?

7. Does the counselor use discretion in oral and written communication with staff, administration, agencies, and community groups regarding students?

8. Does the counselor have appropriate 'release of information' forms?

9. Does the counselor inservice staff regarding confidentiality and laws relating to confidentiality and defamation?

BASIC PRINCIPLE 5

Counselors, as individuals and as members of professional organizations, are politically aware and active in helping to shape legislation that affects the populations they serve.

Questions:

1. Does the counselor stay current with the changes in state and federal law impacting on students and education?

2. Does the counselor work through his/her professional organizations to positively impact legislation affecting students?

3. Does the counselor work through his/her professional organizations to improve the services provided by various agencies for the benefit of students?

4. Does the counselor take an active role in local campaigns to improve educational programs and counseling services?

BASIC PRINCIPLE 6

Ideally, counselors as professionals are paid commensurate with their specialized training, experience, and responsibilities. In order for this to happen, counselors must have a voice in contract negotiations.

Questions:

1. Does the Board of Education or administration provide equitable pay?

2. Does the school have a published salary schedule?

3. Does the counselor receive additional salary that takes into account his/her specialized training and responsibilities?

4. Does the school have a provision for merit pay, reimbursement for coursework, or advancement on the salary schedule?

5. Is there a climate of mutual trust, open communication, and cooperation in contract negotiations in the school?

6. Are there laws in the state to govern contract negotiations?

7. Has a model for professional negotiations been designed by representatives of all groups affected?

8. Has the counselor's position in professional negotiations been clearly defined?

REPRODUCIBLE RESPONSE SHEETS

Section I: Philosophy and Goals, Objectives and Procedures of the School Counseling Program

Philosophy and Goals

1. The written statement of philosophy and goals of the school counseling program is in harmony with that of the school and provides a clear mission for counseling services.
2. The philosophy and goals of the counseling program shall recognize individual differences and encourage students to develop to their fullest potential.
3. The philosophy and goals of the counseling program is formed, reviewed, and revised by the counseling committee.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section I: Philosophy and Goals, Objectives, and Procedures of the School Counseling Program

Objectives

1. To implement the philosophy and goals of the counseling program, objectives are specific and measurable.
2. To implement the philosophy and goals of the counseling program, objectives address a wide range of developmental, preventive, and remedial concerns and needs for all students.
3. Objectives are reviewed annually.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section I: Philosophy and Goals, Objectives, and Procedures of the School Counseling Program

Procedures

1. Procedures will protect the individual's human and civil rights, including the right to privacy.
2. Procedures reflect the philosophy and goals and objectives of the counseling program and are in agreement with local, state, and federal regulations.
3. Procedures are compatible with the ethical standards of AACD and ASCA.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section II: Program Development

Principle I

The counselor, assisted by an advisory committee, develops a written comprehensive program based on state and district guidelines, counseling program philosophy and goals, ASCA Role and Function statements, and a needs assessment developed for the individual school.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section II: Program Development

Principle 2

The counselor's schedule reflects a yearly plan and an appropriate time commitment to the various counselor roles.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section II: Program Development

Principle 3

An ideal school counseling program includes a prescribed number of professional counselors, adequate facilities and equipment, secretarial help, and an annual budget.

		Yes	Not Applicable	Needs Review	Needs Revision
1.		____	____	____	____
2.		____	____	____	____
3.		____	____	____	____
4.		____	____	____	____
5.		____	____	____	____
6.		____	____	____	____
7.		____	____	____	____
8.		____	____	____	____
9.		____	____	____	____
10.	a.	____	____	____	____
	b.	____	____	____	____
	c.	____	____	____	____
	d.	____	____	____	____
	e.	____	____	____	____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section II: Program Development

Principle 4

The counselor conducts continuous, systematic evaluations to determine the degree to which the counseling program meets the goals and objectives of the written comprehensive counseling plan.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section II: Program Development

Principle 5

A well defined public relations program is utilized to provide the public with information concerning services offered by the counseling program.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section II: Program Development

Principle 6

The counselor coordinates guidance activities as a cooperative effort involving the entire school staff.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section III: Role and Function of the Middle/Junior High School Counselor

General Role and Function

1. A fundamental objective of the counselor is to recognize each person's worth as a unique individual in a complex, rapidly changing society.
2. The basic role and function of the school counselor is to implement the goals and objectives of the counseling program by serving students, parents, and staff.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section III: Role and Function of the Middle/Junior High School Counselor

Counseling

1. Counselors help individuals understand and accept themselves and enable them to develop and express an awareness of their own feelings, needs, values, and ideas.
2. Counselors assist students to develop effective coping skills in order to manage personal problems which interfere with learning.
3. Counselors facilitate students' personal growth and skill development through individual and small group counseling and classroom guidance.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section III: Role and Function of the Middle/Junior High School Counselor

Consulting

Counselors consult with teachers, administrators, parents and other professionals both within and outside the school to help students achieve their goals.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____
11.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section III: Role and Function of the Middle/Junior High School Counselor

Career Awareness and Development

Counselors provide information about career awareness and life planning skills to help students develop:

--an awareness of their interests and abilities
--problem-solving and decision-making skills
--an awareness and appreciation of work
--a knowledge of career opportunities and their educational and vocational training requirements
--positive work habits
--study skills
--appropriate use of leisure time

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section III: Role and Function of the Middle/Junior High School Counselor

Educational Awareness and Development

Counselors provide information about educational options and the personal skills necessary to become effective learners, including:

--a motivation to achieve educational goals consistent with personal aptitudes, abilities, and interests

--acquisition of sound study skills and positive learning habits

--an awareness of secondary school courses of study and options

--an awareness of the variety of postsecondary education opportunities and the educational routes to each

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section III: Role and Function of the Middle/Junior High School Counselor

Student Records and Information

Counselors perform many other activities that relate to the counseling program and support the total school program. Such activities may include **supervising:**

--registration and withdrawal of students
--maintenance of student records
--summer program opportunities

	Yes	Not Applicable	Needs Review	Needs Revision
1.	____	____	____	____
	____	____	____	____
	____	____	____	____
	____	____	____	____
	____	____	____	____
2.	____	____	____	____
	____	____	____	____
	____	____	____	____
	____	____	____	____
3.	____	____	____	____
	____	____	____	____
	____	____	____	____
	____	____	____	____
	____	____	____	____
	____	____	____	____
4.	____	____	____	____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section III: Role and Function of the Middle/Junior High School Counselor

Student Appraisal

Counselors participate in appraisal and assessment activities that help students identify their abilities, achievements, and interests. Functions of the counselor may include:

--interpreting data to students, parents, faculty and community (i.e., media)
--relating standardized test results to curricular strengths and weaknesses
--observing students
--interviewing students, parents, and teachers
--supervising the administration of educational and career tests and inventories
--coordinating the school testing program
--planning and implementing changes which will help an individual student or group of students to better meet their needs

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
9.	_____	_____	_____	_____

10.	_____	_____	_____	_____
11.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section III: Role and Function of the Middle/Junior High School Counselor

Referrals

Counselors maintain close professional contact with referral agencies (e.g. substance abuse specialists, social workers, mental health specialists, juvenile courts, clergy, health specialists) to help meet the needs of students.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____
11.	_____	_____	_____	_____
12.	_____	_____	_____	_____
13.	_____	_____	_____	_____
14.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section IV: Specialized Populations in Counseling

Principle I

Counseling minority students requires special attention because of documented historical evidence of racial, ethnic, and cultural discrimination and unequal educational opportunity.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section IV: Specialized Populations in Counseling

Principle 2

Counselors equitably assist students with specialized concerns, such as learning, physical, or emotional disabilities; athletics; gifted and talented needs; academic difficulties; and discipline and health problems.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section IV: Specialized Populations in Counseling

Principle 3

Counselors equitably assist students and their families with specialized concerns, such as sex equity; sexuality; sexual preference; substance abuse; suicide; child abuse/neglect; migrant, transient or refugee family integration; single-parent and blended family relationships; separated or divorcing families; and dual career families.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section V: Professionalism--the School Counselor

Principle I

School counseling is a profession with educational standards that requires advanced training. Such training includes coursework in human growth and development, social and cultural foundations, helping relationships, group processes, life style and career development, assessment, research and evaluation, and professional orientation.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section V: Professionalism--the School Counselor

Principle 2

Counselors keep abreast of issues and trends in their field and strive for personal and professional growth.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section V: Professionalism--the School Counselor

Principle 3

Counselors are familiar with, support, and abide by their professional associations' codes of ethics and support them.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	____	____	____	____
2.	____	____	____	____
3.	____	____	____	____
4.	____	____	____	____
5.	____	____	____	____
6.	____	____	____	____
7.	____	____	____	____
8.	____	____	____	____
9.	____	____	____	____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section V: Professionalism--the School Counselor

Principle 4

Counselors handle all information pertaining to students with discretion and in accordance with federal and state laws.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section V: Professionalism--the School Counselor

Principle 5

Counselors, as individuals and as members of professional organizations, are politically aware and active in helping to shape legislation that affects the populations they serve.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

Section V: Professionalism--the School Counselor

Principle 6

Ideally, counselors as professionals are paid commensurate with their specialized training, experience, and responsibilities. In order for this to happen, counselors must have a voice in contract negotiations.

	Yes	Not Applicable	Needs Review	Needs Revision
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____

List the materials on file that show evidence of meeting this principle.

Areas that need change:

Plans to implement change:

What criteria will be used to evaluate the effectiveness of this change?

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Appendix 16

END

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March 29, 1991